



# Cross Keys Learning

## Curriculum Policy

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This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures

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## Introduction

Cross Keys Learning School is a special school for young people between the ages of 11-17 years with educational, social and communication, and emotional difficulties resulting from a primary need of autism spectrum condition (ASC), or behaviours associated with autism. Students are placed from a wide range of local authorities, and they all have an Education, Health, and Care Plan (EHCP). Before joining Cross Keys Learning and as a result of their social and communication difficulties and/or associated learning needs, many have been unable to access formal education effectively.

The school's mission statement is at the heart of the curriculum: **Together we Care, Inspire and Achieve**. Our vision is to inspire all students to **learn with confidence, to help build resilience, and become well rounded individuals** with a breadth of knowledge. Our **mission statement** is what enables our students to learn successfully. Everything we do as a school is to ensure that our students achieve their very best and we are deeply aware that students may struggle to make progress similar to those in mainstream schools. It is therefore our job to ensure that they all reach for the highest levels of personal achievement and development. We want every student to be successful; to 'reach for the stars' from the very first day they join us so that when they leave us, they have a love of learning for the rest of their lives.

We aim to be a school with truly excellent teachers, where members of staff are committed to their own learning journey and the sharing of quality practice, where quality leadership is extended to professionals in other schools. This is the difference between doing work and learning long-term concepts that are embedded and can be applied. We offer a flexible, personalised, and engaging knowledge-rich skills-based curriculum that is mapped and sequenced to include aspects of the National Curriculum coverage, but is creative with its content, whilst also providing a range of real-life experiences. At the school, personalisation is the key to everything that we do. Our curriculum is matched to the individual needs of students, whilst considering particular SEND (Special Educational Needs and Disabilities) needs as well as to their personal interests. All staff work in such a way that the learning environment is one which is calm and consistent, visually clear, and structured, with clear communication to students about what is expected of them, both as individuals and in small groups. This ensures maximum information processing throughout each day allowing students to realise their full potential.

Many students arrive having experienced some form of disruption to their education. Many have had significant gaps in their learning and arrive reluctant readers and writers as well as experiencing a range of emotional barriers to their learning. It is therefore essential that students are re-engaged with a curriculum that enables all learners to achieve their full potential, providing a quality educational experience for all. Learning and teaching at Cross Keys Learning is ambitious for all. Staff are aspirational for all students. Our curriculum aims to equip all students with the skills and knowledge they need to succeed in their individual future and achieve the very best outcomes for all.

At Cross Keys Learning School, all students will have access to an education that is engaging and personalised and will encompass a purposeful and ambitious curriculum. We believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the students have as a member of the school, to promote intellectual, personal, social, physical, therapeutic, and cultural development. It includes content learnt formally within a lesson or informally outside the classroom throughout the whole School Day.

It is all the planned activities that we organise in order to promote learning, personal growth and development and is designed to ensure that students gain experiences in the following areas of

learning: linguistic, mathematical, scientific, physical, human and social, technological and creative, whilst also providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital. The curriculum is delivered by subject teams of qualified, skilled, empathetic, and experienced staff operating in a safe, nurturing, and holistic environment.

Our curriculum is implemented through our 5 layered approach and as a result we do not limit opportunity.

- We have clear and high expectations.
- We understand and support individual needs.
- We provide space for a safe environment to learn.
- We offer an inclusive and diverse curriculum.
- We value our relationships with students, families, staff, and the wider community.

Our curriculum will:

- Build upon prior knowledge, embed, and interleave knowledge and skills so that students know more and remember more, continuously building upon their successes.
- Enable students to revisit topics and skills so that they can secure learning.
- Set students realistic but ambitious targets so that they can all successfully achieve their full potential and are clear on how to succeed.
- Enable students to feel successful by personalising success to individuals both academically, socially, and emotionally.
- Energise students and develop a love for learning.
- Enable all students to access and pursue their chosen range of subjects, regardless of ability, by removing the focus solely from exam results.
- Enable those not currently achieving expectations to 'narrow the gap' and meet age expectations and/or personalised targets.
- Ensure all students are able to achieve the best possible outcomes.

### **Law and Legislations**

This policy reflects the requirements to provide a broad and balanced curriculum as per the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 (updated 2020) and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2 (1) (a).

### **Roles and Responsibilities**

It is the responsibility of the headteacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

## **2. Our Curriculum Intent, Implementation, and Impact**

Our curriculum intent is to achieve our school vision to inspire all students to **learn with confidence, to help build resilience, and become well rounded individuals** with a breadth of knowledge through a quality education for all. Through our curriculum, we aim to achieve the following:

- **Broad and engaging:** To re-engage all students with learning through a flexible, broad, engaging curriculum approach that tailors learning to their interests, life experiences and backgrounds incorporating vocational as well as academic pathways and opportunities. Focus of the curriculum is teaching for long-term learning, the relationship between knowledge and skills. The curriculum aims to engage students so that they develop a love for learning rather than elate to aspects of the curriculum rather than a focus on examinations.
- **Range of curriculum pathways:** The learning pathways available for students at Cross Keys Learning comprise of Personal Development, Core Subjects and Options (a combination of Academic and Vocational) and are supported by college courses and potential work experience placements. They enable all students to secure their future, by achieving outcomes and qualifications that enable their success and achievement through providing a learning experience that will meet: their individual needs and desired requests of the student; statutory requirements of their statement/Health Care Plan, and views taken from significant stakeholders in young people.
- **High Expectations:** The school ethos is at the heart of the curriculum, 'Be Safe-Be Joyful-Be Inspired.' If students feel safe and joyful, through our curriculum offer we can rebuild self-esteem, confidence, and support students to believe in their academic abilities. Only by establishing these relationships and knowing our students well will they be able to feel inspired, develop their own high expectations and become successful learners both academically, socially, and emotionally.
- **Impact:** The curriculum is purposeful and has impact. Our education will build resilience, confidence, and independence in students to develop and encourage a 'can-do' attitude to their own learning.
- **Well-rounded Individuals:** The curriculum will encourage every individual to take responsibility, accept support, support others, make positive decisions and contribute to life at Cross Keys Learning. It will enable students to gain the cultural capital and transferable knowledge to be able to enter the world of future employment or training fully equipped with the skills and British values they require.

**Intent**

**Aim:**

At Cross Keys Learning, we educate and encourage our students to value their lives and place in society, whilst offering a unique educational and social experience through a firm, fair, friendly, and fun approach. The Cross Keys Learning Curriculum is inclusive, broad, and balanced, and provides students with the opportunity to develop academically, practically, physically, mentally, and emotionally. Cross Keys Learning students should know more and be able to do more by the end of each stage and at the time in which they leave.

Our aim is to provide students with a diverse learning experience, both inside and outside of the classroom, encouraging them to foster concern for their environment and the wider world, and prepare and equip them with the knowledge and skills required for adult life and become valued and positive members in society, and develop **Cultural Capital**.

We celebrate our students' achievements, and establish positive relationships through effective communication, understanding, teaching, rewarding, and sanctioning, and establish positive relationships with students, parents, carers, and other agencies. We have high expectations of student behaviour, and challenge negative behaviour firmly and fairly, tracking students' engagement with the behaviour expectations, and use this information to inform our curriculum and teaching. We promote equality, encouraging students to recognise and accept their differences, asking them to foster concern for each other, through care and compassion, regardless of gender, religion, and ethnicity.

**Values we promote:**

Kindness   Resilience   Responsibility  
Independence   Respect   Equality

Life Skills

Wellbeing

British Values

Social Skills

Knowledge

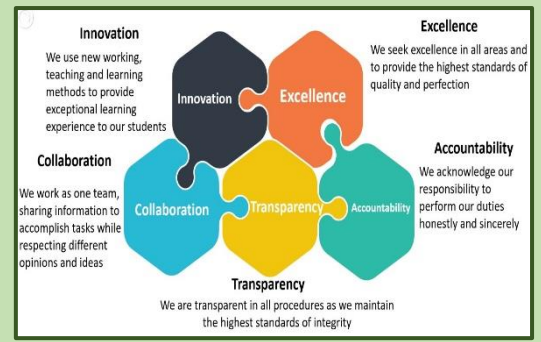
Community

Health

Culture



At Cross Keys Learning we have high expectations for learning, and challenge all to strive for and fulfil their full potential. Reading, literacy, numeracy, and ICT skills are fundamental to ensure that students’ progress through their educational journey and provide them with the necessary skills they require for life, in a fast moving and developing world.



**Implementation**

**Curriculum:**

**Our Curriculum** is designed to provide student with the opportunity to “catch up, progress and succeed,” with most student starting from low starting points, and is structured to provide all student with the knowledge, skills and understanding to progress fluently through the stages and develop lively, inquisitive minds.

The Curriculum is consistently and rigorously evaluated and reviewed to ensure that it meets the needs and abilities of all students, whilst encompassing, at least all the statutory requirements of the National Curriculum. It provides student with a wide range of experiences both inside and outside of the classroom, preparing them for life beyond school and develops **Cultural Capital**.

**Core Curriculum Plans** clearly identify and highlight the key milestones that student need to develop and achieve to successfully progress to the next stage, through learning objectives or enquiry questions. They identify/suggest key assessment points and carefully consider the spacing from initial/previous periods of teaching and learning to the point at which topics are revisited; and knowledge, skills and understanding are developed and built upon. Plans state the impact of this learning and identifies the applications of knowledge & skills learnt in everyday life and careers to enhance our student understanding.

**Our Curriculum:**

Maths	English
Science	ICT
Art and Design	PSHE/SMSC/PSE
Geography	History
RE	PfA
PD, RSE, PSHE	GCSE Maths
GCSE English	GCSE RE
GCSE Art	PE
Catering	Careers
Photography	Horticulture

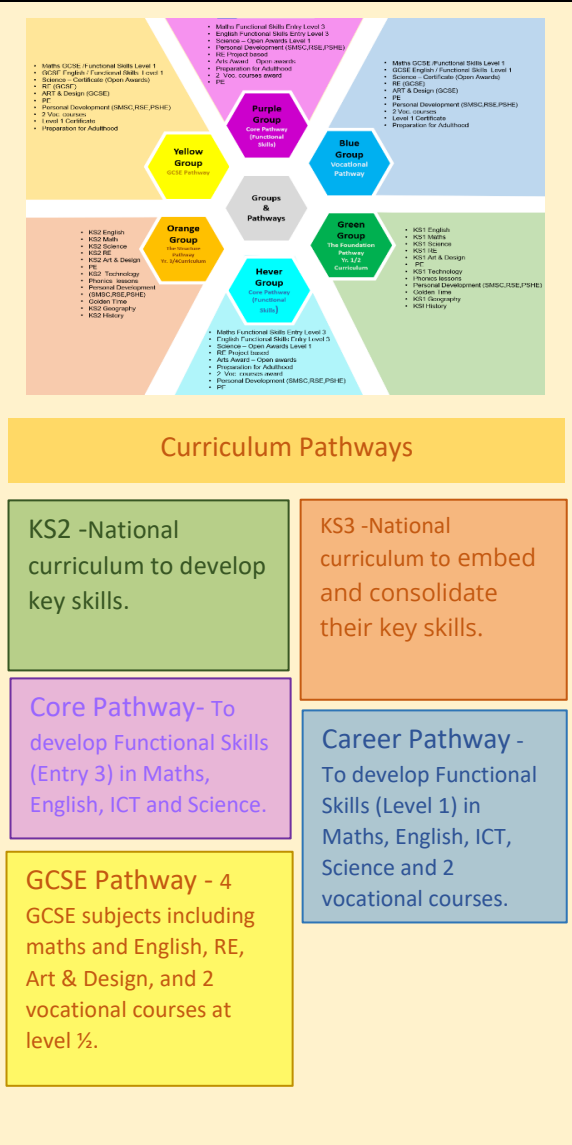
**Knowledge Organisers** are used to outline the teaching and learning that will take place for teachers, student, parents, and carers. These are used as a support tool to help teachers check whether student have learnt the key knowledge/skills, aid student in the retention of key information & skills, and act as a simple reference point for teachers, student, and parents/carers.

**Teachers are given flexibility** to adapt and change plans to meet the needs of the class or individual/s and consider cross-curricular links. This enables teachers to focus attention on those areas that may require additional teaching & learning, and forms part of their short term/weekly planning. Teachers use their knowledge of the student they teach, to ensure that all are targeted and challenged to achieve their full potential through differentiation and successful deployment of teaching assistants to support learning.

**The wider curriculum** ensures that student can develop knowledge, skills and understanding from a broad range of subjects and competencies. In subjects such as ART, Cooking, Photography, & Horticulture, the curriculum develops this in a schematic way, with increasing complexity and variety in skills taught and learnt. Our Personal Development curriculum enables us to implement interventions and strategies to support behaviour, social, emotional well-being, and relationships. In addition, subjects such as PSHE (Personal Social and Health Education), SRE, Physical Education, that afford our student the opportunity to develop broadly, in a wide range of environments and disciplines both inside and outside of school.

**Art & Design   Horticulture   Cookery   Photography**

Our careers advice and work experience placements, ensures that our students develop skills in areas of their choice and interest. We ensure our student to experience a careers curriculum that establishes a growing knowledge and awareness of the world of work and what they, as young people, can aim for as they prepare for adulthood and Post 16 transition. This includes delivering a breadth of opportunities and experiences that our student can start to build their own future pathways on. As we aim to do this, we are also fully aware of the impact the inherent





difficulties our student have due to the nature of their needs and diagnosis and look to how we can start to overcome these barriers, working alongside them.

- **Learning Environment** Classrooms are calm yet stimulating learning environments where student feel safe and confident in their surroundings.
- Displays are purposeful and informative, and used to celebrate pupil achievement or contribute to effective teaching and learning.
- Classrooms are well resourced to support teaching and learning, including ICT resources.

### Quality Teaching

- Staff have high expectations of pupil behaviour and learning, and challenge student to achieve their full potential.
- Teachers impart knowledge with enthusiasm and motivate student to fully engage in their learning.
- Teacher planning takes into consideration prior knowledge, skills and understanding acquired to ensure challenge and progress.
- Teachers provide student with clear and accurate learning objectives, supported by success criteria that enables student to identify and track their journey towards its achievement.
- Teachers use a range of teaching strategies/resources to target varying learning styles.
- An expectation that student will develop resilience and independence and accept responsibility for their own learning.
- Use a variety of questioning techniques, in particular, QPN (Question, Pause, Nominate), to ensure that all students are given equal opportunity to process, interpret and respond.
- Teachers communicate effectively through careful consideration and application of tone, volume, and language.

### Data Tracking & Assessment

- Baseline data for each pupil is collated upon entry.

### Teaching and Learning:

#### Approaches for learning:

Highest learning expectations\*  
Scaffolding\* Multi-sensory & over learning\* Teaching styles and appropriate resources to meet students' need\* Differentiation\* Personalised Learning\* Inclusion for All\* Self, Peer & Group assessment\* Build on learning beyond school\* Metacognition and self-regulation\* Explicit instruction\* Flexible grouping\* using technology.



- Rigorous assessment and tracking of individual pupil progress is used to plan effective lessons and ensure that student make progress and close attainment gaps.
- Data tracking informs pupil progress meetings so that interventions and actions can be taken with urgency to support those not making at least expected progress (EP).
- Groups are tracked to ensure that all make at least EP and close any attainment gaps between groups.
- Low, medium, and high-stake forms of assessment.

#### **Intervention**

- Student/groups not making expected progress are identified.
- Provision for intervention is implemented according to need.
- The impact and effectiveness of interventions are evaluated and reviewed.
- Speech and language therapists.
- Occupational therapists provide strategies for intervention.
- Sensory Circuits
- LEXIA.
- Maths Write.

#### **Behaviour Management**

- Staff have high expectations of pupil behaviour and challenge negative behaviour consistently, firmly, and fairly.
- Pupil behaviour is tracked and analysed to identify patterns, concerns, and improvements, informing interventions and decision making.
- Effectiveness of intervention and support is evaluated.
- Behaviour Expectations are consistently displayed in each learning environment to provide clarity and continuity for student and staff throughout the school.
- PROUD points and Bonus points.

#### **Marking & Feedback**

- Teachers mark student's work for Spelling, Punctuation and Grammar with a high focus on literacy throughout the curriculum.
- Subject specific feedback is provided.

#### **Specialist roles:**

Speech & Language \*Sensory\*  
Mindfulness\* Occupational Therapist

#### **Interventions:**

Speech & Language\* Counselling\*  
Sensory Circuits\* Literacy\* Numeracy\*  
Handwriting\* Reading\* LEXIA\* Social  
Skills\* Mindfulness

#### **Enrichment Days:**

Music, Science, DT, Computing, RE

#### **Enrichment Visits:**

Canterbury Cathedral

#### **Careers:**

Careers Advice \*Work experience\* Post  
16 College visits\*

	<ul style="list-style-type: none"> <li>• Students are encouraged to engage with this feedback and amend their work to make improvement</li> </ul>	
<p><b>Impact</b></p>	<p>At Cross Keys Learning, students are assessed both formally and discreetly through low, medium, and high stakes assessment. Teachers consistently use this information to track progress and plan lessons to ensure challenge for all and assess student against the Key Milestones identified at each stage. Key Milestones range between knowledge, skills and understanding, and student are challenged to ensure that they achieve at least expected progress over the course of the academic year and challenged to progress beyond this. Students make good progress, and many exceed the expected level of progress. Students know more and are able to do more by the end of each stage and when they leave. Pupil progress is consistently tracked and reported to parents, carers and other agencies through parents’ evenings, end of term reports and annual reports.</p> <p>Cross Keys Learning uses a rigorous and robust tracking system (Arbor MIS), which is used to determine the impact of the curriculum in terms of pupil progress on a termly and annual basis. We measure the progress of individuals and groups.</p> <p>School leaders monitor the effectiveness and impact of the curriculum, which is triangulated through pupil voice, parent/carer views and staff feedback and use this to develop the curriculum further. At the heart of the role of all leaders lies robust self-evaluation and quality-assurance processes, designed to monitor, and evaluate the school’s performance and to inform effective improvement planning.</p>	<div data-bbox="1480 341 2024 523"> <p><u>Standards:</u> Students make expected or greater than expected progress with their targets, which are set according to their baseline.</p> </div> <div data-bbox="1480 544 2024 836"> <p><u>Social Communication:</u> Students enjoy learning and coming to school. Their social skills relating to social communication are measured from starting points through the ‘Talk About’ assessment for social skills and Social Communication formative assessments.</p> </div> <div data-bbox="1480 857 2024 1369"> <p><u>Personal Development:</u> Students demonstrate positive behaviours for learning and around the school. They demonstrate the knowledge and skills to embrace the exciting opportunities, deal effectively with the challenges and risks they may encounter. They clearly understand how to keep themselves (and others) safe and healthy (online and offline), to be accepting of diversity, to show empathy and kindness, and to make a positive contribution to their school, local, and wider communities.</p> </div>

### Quality Assurance

Our Quality Assurance Policy and Procedure outlines and explains the whole-school systems for monitoring and evaluation. The key strands are:

- Pupil Progress Data
- Behaviour Data
- Curriculum Review
- Lesson Observations and Developmental Drop Ins
- Work scrutiny
- Stakeholders' questionnaires
- Stakeholder voice
- Self-Evaluation
- Evaluation of the effectiveness of intervention
- Pupil Council

**D R A F T**

Data analysis

Book Scrutiny

Speech & Language

Learning Walks

R, W, M data

Lesson Observations

Subject Reviews

SEF

Pupil Progress

Curriculum Review

Social skills Data

Parent Survey

Student survey

Destinations

Our curriculum has been structured to adopt these principles alongside students accessing aspirational EHCP targets and learning intentions. Our personalised approaches enable our students to learn through experiences and activities, relevant to their individual needs and abilities.

- Communication, Language, and Interaction
- Cognition & Learning
- Sensory and Physical Needs
- Social, Emotional & Mental Health

Teachers plan with consideration of these specific areas and implement relevant programmes, interventions, and activities to support the curriculum and the students' individual EHCP learning outcomes, which are delivered within class or individual timetables.

### **Breadth**

It is the school's responsibility to find ways of ensuring that all students are engaged in their learning, motivated, and enabled to succeed. Therefore, Personalisation and differentiation is the key to the successful delivery of the curriculum at Cross Keys Learning School. Previous gaps in learning and the need to revisit key concepts for long-term learning is taken into consideration. The curriculum incorporates the following learning experiences within the curriculum:

- **Linguistic:** Effective communication skills, literacy and oracy are integrated throughout the curriculum. High quality classroom talk is encouraged in all lessons, including exploratory talk, dialogic talk, and Socratic talk. This promotes essential thinking and learning and engages students with their learning developing clear understanding and development. This in-turn contributes to improved reading and writing and therefore raises attainment.
- **Mathematical:** Through all subjects across the curriculum there is a focus on the application of numeracy and its relevance to real life situations.
- **Scientific:** Through our broad and ambitious curriculum of academic and enrichment experiences: Biology, Horticulture, Catering/Food Technology and General Science; theoretical concepts and practical experiments.
- **Technological:** Through digital competence explored across the curriculum as well as in dedicated ICT and computing lessons.
- **Physical:** Through PE lessons, extra enrichment opportunities such as walking club, and Horticulture.
- **Human and social:** Personal Development and RE, SMSC theme days.
- **Aesthetic and Creative:** Lego Therapy Club, Art, Sensory Learning, Mindfulness, Art & Design, Food Technology, therapy timetabled slots and weekly timetabled Social Communication lessons following the 'CASI' programme, music offered through focused curriculum drop-down days.

For core subjects, we use a variety of planning resources in order to provide a bespoke teaching and learning experience for all our students. Some students are offered a 1:1 learning provision where they are able to access the curriculum offer on a tailored basis and by utilising their interests as a key motivator as well as access to off-site activities.

### **Reading**

Reading is embedded in the curriculum offer and throughout school life. Each day, students have the opportunity to read within their class groups, in the form of two 15-minute additional form time slots, in the morning and afternoon. Through promoting a love of reading, we are able to address gaps in students reading ages through regular 1:1 reading intervention across all key stages; regular access to LEXIA; reading slots on

the timetable (15 mins AM and PM); whole class texts that are regularly read in lessons. All KS2 (and lower KS3) students undertake a guided reading programme through English lessons. This is completed in their key skills lesson and supports their reading development and comprehension. Students undertake guided reading tasks based on current news stories, which are discussed with the teacher and students then independently answer reading skill-based questions to check their understanding and develop other key skills that individual students need to focus on specifically.

### **Phonics**

Our DfE-approved and OFSTED ready 'Twinkle Phonics' phonics scheme provides you with clear and rigorous coverage of phonic sounds, tricky words, and essential skills. Students in KS2 and KS3 (where appropriate) are taught phonics, and these students are assessed termly through this scheme. Individual students, recognised as under-achieving are identified for 1:1 intervention.

### **Intervention**

Students that are identified as more able ('beyond') or academically struggling ('reaching' or 'almost') will receive targeted support across the curriculum in the form of interventions put in place, both in class and 1:1 or in small groups. The progress of these students is monitored carefully, and the effectiveness of strategies evaluated for maximum potential. These sessions supplement existing learning and are offered to support, develop, and challenge our students, enhancing the personalised learning experience.

### **Promoting Literacy & Literacy Intervention**

Students who are not currently working on LEXIA literacy programme and are working towards or meeting expected levels of progress through our termly assessments. This includes teacher assessments, results from LEXIA literacy programme, progress checks on intervention programmes such as: 1:1 reading, and progress made in Spelling. Personalised targets are set, and these are reviewed over an agreed period to ensure rapid progress. Assessment is used to inform planning, differentiation, and personalised intervention. Students follow an agreed literacy programme that may consist of:

- Effective and well differentiated classroom teaching for all students.
- Targeted daily 1:1 reading with our reading intervention coordinator.
- Targeted teaching of reading skills
- Personalised writing support and exam specific focused sessions.
- Writing frames
- Targeted upper school intervention slots with English teachers.
- Weekly targeted spellings using either national Curriculum spelling lists for KS2 or age appropriate, high frequency lists or exam specific lists for KS3 and KS4 tailored to their individual spelling ages and take a spelling check once per week. This is reviewed every term and progress addressed.
- Weekly whole-school 'Word of the Week' to promote the use of ambitious vocabulary.
- Key topic vocabulary for each subject
- Resources for struggling readers such as overlays.
- Library with fiction reading books for all, in conjunction with LEXIA literacy and phonics programmes.
- Non-fiction libraries in all subjects across the school.

- The use of 'Twinkle Phonics' embedded in our school practice for the teaching of phonics for all KS2 and KS3 students (where necessary), supporting key students in lessons across the curriculum as well as targeted intervention.

### **Numeracy Intervention**

Maths Club and numeracy catch up sessions provide students with the support and guidance to make progress and close numeracy gaps. We are able to recognise students who are not currently working towards or meeting expected levels of progress through our termly assessments. This includes teacher assessments, results from Maths tests and regular progress checks. Personalised targets are set, and these are reviewed over an agreed period to ensure rapid progress. Intervention through catch up sessions and maths Club, is used to support progress of students in this area. Numeracy intervention targets the mathematical fundamentals required to access the curriculum and it is facilitated by the class teacher and support staff. Data tracking information will be used to identify areas for further development in mathematical knowledge, skills, and reasoning.

Interventions are identified, documented, and tracked on the departmental tracker. Assessment is used to inform planning, differentiation, and personalised intervention.

### **Therapeutic Support and Intervention**

Additional therapy is offered within the curriculum as well as through one-to-one therapeutic support, according to specific need and through a close working partnership between home and school. At Cross Keys Learning School, we have access to a range of therapeutic support including Speech and Language Therapy, Occupational Therapy and Counselling/Psychotherapy. These methods are cascaded down from therapists to teaching staff and methods are incorporated into learning and teaching. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. We are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

A therapeutic approach to the curriculum supports broader development and character through personal development; mental health and wellbeing are woven throughout the coherent curriculum with key skills linked. Sensory lessons are a key part of our curriculum offer and students are supported through our extensive therapy offer.

### **British Values and Personal Development**

Across the curriculum, many aspects of British values are covered. Students learn about British values explicitly in Personal Development, but this is also applied to other subjects across the curriculum. Cultural awareness is discussed across all subjects and applied within their understanding and learning. Students learn about mutual respect through sharing ideas, exploring relationships, friendships, and behaviours. Through the opportunities they have to discuss, debate, and justify their own views and opinions, students are able to develop empathy for others. Through these aspects of the curriculum, students become well-rounded individuals in their life as a whole as well as amongst their peers at Cross Keys Learning, developing their ability to work well with others and through their use of skills such as teamwork.

In addition to academic studies, students have access to daily topics of discussion following the structure detailed: Preparation for Adulthood (PfA) sessions, Independent Living Skills (ILS) and Videos/important links/tutorials are posted daily for all students/parents and carers to see and aim to cover more therapeutic and vocational topics. Tutorials include topics such as: how to wash up; make your own playdough; use the washing machine; make a sandwich etc. Whilst regular fitness videos

help students to improve and practice their: hand-eye coordination skills, spatial awareness, motor skills, coordination, and reaction times.

### Protected Characteristics in the Curriculum

Protected characteristics are specific aspects of a person’s identity defined by the Equality Act 2010. At Cross Keys Learning, it is important that all students to gain an understanding of the world we live in and learn to live alongside and show respect for a diverse range of people. We aim to reduce and remove any inequalities that may exist and strongly believe that no child should be disadvantaged. We value all students as individuals and support all students to reach their potential. The curriculum takes into consideration the ages of students and their learning abilities and enables students to achieve their expectations. Through a carefully planned curriculum and lessons tailored to meet student need, the curriculum remains broad for as long as possible and does not limit opportunity. Within the curriculum, there are many opportunities to show role models that have overcome barriers. Through our carefully tailored PD (PERSONAL DEVELOPMENT) curriculum and SMSC theme days, students celebrate individuals from a range of different backgrounds who have achieved great success.

In addition to within school, we also foster good relationships throughout the community. We play an active part with local organisations and businesses within the community and place emphasis on working closely with parents and carers who are invited into the school to share in learning experiences and celebrate achievements. We follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention, and development, offering equal opportunities for all regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

## DRAFT Curriculum Offer

Key Stage	Curriculum Offer
Key Stage 2	<p><b>National Curriculum</b>            Maths, English, Science, Personal Development (incorporating RE), History, Geography, Art &amp; Design, D&amp;T, Computing, PE</p> <p><b>Additional Subjects as part of Curriculum Timetable</b>            Horticulture, Social Communication, Catering Skills, Key Skills.</p> <p><b>Options</b>            Walking Club, Art &amp; Crafts, Sports &amp; Fitness.</p> <p><b>Enrichment</b>            Sensory, Plan, Shop, Cook, Creative Art and ILS (Independent Living Skills).</p>



Key Stage 3	<p><b>National Curriculum</b>          Maths, English, Science, Personal Development (incorporating PSHE, SRE and RE), History, Geography, Art &amp; Design, D&amp;T, Computing, PE</p> <p><b>Additional Subjects as part of Curriculum Timetable</b>          Horticulture, Social Communication, Catering skills</p> <p><b>Options</b>          Walking Club, Art &amp; Crafts, Sports &amp; Fitness.</p> <p><b>Enrichment</b>          Sensory, Plan, Shop, Cook, Creative Art and ILS.</p>
Key Stage 4	<p><b>National Curriculum</b>          English, Maths, PE, Personal Development (Incorporating PSHE, SRE and RE)</p> <p><b>Functional Skills</b>          English, ICT and Maths</p> <p><b>GCSE</b>          English Language, Maths, Art &amp; Design, Religious Education</p> <p><b>Vocational studies</b>          Science, Catering &amp; Hospitality, Horticulture, Photography, Creative Art.</p>
Wider Curriculum	<p>Careers and Employability,          Preparation for Adulthood,          Independent Living Skills,          PE &amp; Fitness,          Outdoor Adventure,          Horticulture,</p> <p><b>Enrichment</b>          Sensory, Plan, Shop, Cook, visits.</p>

**Links with other Policies**

This policy has been written in conjunction with:

- Assessment for Learning Policy
- Safeguarding and child protection
- Complaints procedure
- Data protection policy and privacy notice